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ABSTRACT

This booklet explains some of the basic characteristics and functions of third-party consultations, a problem-solving model in which community intergroup conflicts are resolved with the assistance of a third party in a face-to-face interchange and problem-solving process. The guide, intended for use by consultants, is divided into eight sections. Section 1 defines conflict resolution as a process of coming to a mutual agreement on a dispute, and describes six models in common use: mediation, arbitration, litigation, conciliation, community boards, and third-party consultation. Section 2 focuses on skills and characteristics of third-party consultants, including active listening, communication, openness and flexibility, fairness and impartiality, discretion, and other skills. Section 3 advises consultants to consider playing the roles of facilitator, instructor, resources expander, change agent, enabler, and catalyst. Section 4 presents a community analysis outline which consultants can use to gain a better understanding of the context in which they work. Section 5 recommends actions to take in preparation for the resolution process, and Section 6 offers procedural recommendations for the resolution itself. Section 7 provides a bibliography, and Section 8 presents the community intergroup conflict resolution model in flow chart form. (KH)

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COMMUNITY INTERGROUP CONFLICT RESOLUTION GUIDE

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INTRODUCTION

There are many types of conflict resolution. One of the least recognized of these, third-party consultation, deals with community intergroup conflict. Only in recent years have we seen any research and articles on third-party consultation. The attempt in this booklet is to understand some of the basic characteristics and functions of the third-party role in the resolution of community intergroup conflict.

The Los Angeles County Commission on Human Relations, from its beginning, has been immersed in community intergroup conflict based on racial, ethnic, religious, and cultural differences. It has assisted many of its staff members to become third-party practitioners in communities throughout the County. This assistance has been given through on-the-job training with counsel and encouragement from supervisors and colleagues. Although reports were regularly completed on this activity, they typically focused on results. Moreover, written guides have not been available from other groups or agencies dealing with this type of conflict.

This booklet is meant for third-party practitioners of community intergroup conflict resolution. It attempts to explain some of the basic characteristics and functions of the consultant role. Rather than a theoretical or research approach, this booklet intends to give practical suggestions to those who may function as third-party consultants in community intergroup conflict.

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I. MODELS OF CONFLICT RESOLUTION

Conflict resolution is a process of coming to a mutual agreement on a dispute. Here are some of the models in common use:

MEDIATION

Mediation allows those in disagreement to state their concerns in the presence of one or more neutral persons in order to arrive at a consensual agreement. Since the participants formulate their own agreements, mediation is very likely to facilitate positive results because it emphasizes cooperation and self-control.

The mediator assumes an active role in the discussions, makes suggestions in the areas of possible agreement and moves the proceedings along. However, the process of mediation can be initiated before the actual face-to-face discussion, as described in Section V. Both parties in conflict must view the mediator as impartial for a successful process to occur.

Mediation has been used in formal and informal grievances involving individual against individual, labor-management disputes, school-community differences and court cases. It has been an effective technique in resolving conflicts commonly expressed through anger, attack, avoidance, or rejection.

ARBITRATION

Arbitration is the settlement of a dispute by a person or persons chosen to hear both sides of the story and make a decision. The final outcome of the decision could end in a mutual agreement or lead to a complete dissolution.

The presence of conflicting groups before an arbitrator can be compulsory or voluntary. It is compulsory when attendance at the negotiation is administratively or legally mandated. Panels of arbitrators can listen and determine the dispositions of issues involved. Arbitration is used in community disputes, collective bargaining, and private business disagreements.

LITIGATION

Litigation is conducted under the auspices of a court of law. The conflicting parties present their concerns through pre-determined criteria before a decision is made by a third person, usually a judge or lawyer. Resolution of conflict through litigation often creates greater hostility among the individuals involved because litigation denies the parties the opportunity of control and increases their dependence on an outside authority.

The issues stated may be rooted in underlying problems not conveyed during litigation. For example, individuals of different ethnic backgrounds may be in court over a matter which in reality is based on racial prejudice. The final decision in the case would not eliminate the basic negative personal biases and attitudes that prevailed among the litigants. However, litigation is commonly used in this society as a viable method of settling disputes.

CONCILIATION

Conciliation seeks to bring together the disputing parties in an environment that will be conducive to discussion, negotiation and solution of the issues at hand. The terms

conciliation and mediation are often used interchangeably; however, conciliation is the less passive process of the two.

The conciliator is an active listener and allows discussion while moving the dialogue between the concerned parties. The difference between a conciliator and a mediator is the degree of involvement during the discussion. The conciliator listens and guides, while a mediator asks questions, summarizes and works toward a written settlement. It is possible to use both techniques effectively during the same meeting. Feelings often expressed during a conciliatory process include regret, sympathy, warmth and support.

COMMUNITY BOARDS

Community boards are trained neighborhood volunteers who sit as a panel of consultants in guiding the arguments, discussions and decisions of citizen disputes. Those parties in disagreement voluntarily present themselves before the community board to explain their differences. The costly, time-consuming court method is avoided and the dispute is resolved in a manner respected by the neighborhood. Courts are relieved of many cases which tie up the dockets and which could be settled out of court at less expense. There are several community boards in the City of San Francisco.

THIRD-PARTY CONSULTATION

Third-party consultation, the subject of this booklet, is a problem-solving model in which the conflicting parties are assisted in the resolution of their conflict by a third-party in a face-to-face interchange and problem-solving process. In many ways, the third-party consultation role is similar to that of the

mediator. However, in recent years a distinctive role has been recognized. Human Relations Commissions and Committees and others seek to eliminate and to reduce community intergroup conflict through third-party consultation.

In third-party consultation, the consultant seeks to facilitate communication, to enable changes in perception of each party by the other, to promote better intergroup attitudes and otherwise to enhance human relations as the groups are brought to a resolution of the conflict. This complex role has become increasingly important in Los Angeles County as the population continues to grow in diversity, with a similar growth in potential for community intergroup conflict. Third-party consultation often develops the following features: 1) The parties feel ownership of the resolution agreement; 2) Negotiated settlements last longer, and; 3) Attitudes toward each other and toward the process are more positive.

II. SKILLS AND CHARACTERISTICS OF THIRD PARTY-CONSULTANT

Certain skills and characteristics are needed by a third-party consultant. Community groups must recognize many, if not most, of these skills and characteristics in a consultant at an early stage in the mediation if the consultant is to play an effective role.

A recognition of these skills and characteristics should have the effect of enhancing the credibility and trust of the consultant in relationship to the groups involved. For instance, each community group must perceive the consultant as neutral or at least able to function free from preference toward the position of the other participating group.

It is vital, moreover, that the consultant work in partnership with the involved groups. An eventual resolution agreement, if it is going to last, depends upon the responsibility and creativity of the participating groups. The role of the consultant is crucial in order to assist the groups in assuming their roles of responsibility and creativity.

In order to offer this assistance, the consultant should demonstrate many of the following skills and characteristics:

ACTIVE LISTENING

The consultant should listen carefully to a position or opinion and demonstrate his or her comprehension by restating it in summary form. This statement and restatement technique should be utilized during the central arguments of the conflict. Ability to understand, ability to analyze what has been said, ability to

summarize the stated problem, and ability to formulate an underlying problem are essential to the statement and restatement process.

Perhaps the simplest format for active listening is to interrupt from time to time and say, in effect, "Did I understand you to say...?" In prolonged, face-to-face, conflict resolution sessions the consultant should encourage each participant to engage in active listening when other points in conflict are being presented.

The consultant should also be able to listen to what others are expressing non-verbally. Some of the signs of non-verbal communication are facial expression; voice inflection, pitch, and volume; attitude and posture; quickness of body movement; speed of speech; hand and body gestures; type of glasses....

COMMUNICATION

Verbal and non-verbal skills are important to the consultant in conveying desired messages to others in the consultation process. Short, clear messages are more readily understood and are less likely to prompt impatience in others than lengthy, multiple-point statements. Objective statements designed to enable the negotiating process to proceed must be free from emotion-laden content.

Non-verbal communication is helpful when it reinforces verbal messages. A consultant or participant in the negotiation process may be able to communicate effectively even though she or he wears dark-tinted glasses or frowns a lot or speaks rapidly in a high pitched voice. However, effective communication diminishes when two or more such signs are seen at the same time.

OPENNESS AND FLEXIBILITY

The consultant should be receptive to new ideas. Responsiveness should be evident in the active listening, but there is another element. Each participant should feel that the facilitator will receive contributions to the discussion without passing judgment. The consultant encourages openness and flexibility in the participants through his or her own openness and flexibility.

FAIRNESS AND IMPARTIALITY

The consultant should be perceived by the participants as impartial, not favoring either side in the conflict. Active listening must, of course, be pursued with both sides and the participants must be convinced that there is a neutrality in the resolution process itself. The conflict resolution process does not culminate in declaring this side the "good guys" and the other side the "bad guys," nor is it a win or lose process. A fair and impartial consultant assists everyone in winning even if demands are not fully met.

The consultant should create and maintain a climate in which everyone in the process is treated as an equal. Participants may differ greatly in their positions, education or perceived wealth, but they are all important and essential in the process of resolving the conflict. No one can be allowed to bully or threaten.

DISCRETION

The consultant should maintain confidentiality. She or he will need to talk to each side separately in the early fact-finding stage and probably during later stages of the resolu-

tion process. Each participant must perceive that confidential information will not be shared with others. Stories of what someone said in a session can mushroom and threaten the process even though the participants themselves may have moved significantly toward the resolution of their differences.

The consultant must estimate the degree of confidentiality needed by the participants and make this clear in the early sessions. The participants need to be reminded that if conversations and statements in the sessions are not privileged, control of decision-making may be taken away from them by external forces. Participants are best encouraged to treat conversations as privileged when they can see this skill demonstrated in the work of the consultant.

OTHER SKILLS

Many consultant skills are the same or similar to those of mediators. Included here is a partial list of skills considered important for mediators by a group of experienced mediators from different backgrounds convened by the Association of Family and Conciliation Courts in December, 1982. (Folberg and Taylor, pgs. 238-9):

listening
trust and rapport
interests and needs assessment
option inventory
sensitivity
refocusing and reframing
reality-testing
paraphrasing
negotiating

information-sharing
neutrality
pattern-and stereotype-breaking
humor
goal-setting
identifying agenda items and ordering
strategic-planning
designing temporary plans
use of attorneys and other professionals
conflict-identifying and analysis
agreement-writing
credibility-building

III. THIRD-PARTY ROLES

Some literature deals with role similarities and differences between third-party consultants, mediators, and labor-management negotiators. See the bibliography page for references to this literature. The roles of facilitator, instructor, and resources expander were suggested by Nicolau and Cormick (1972). Third-party consultants should consider the following roles:

FACILITATOR

The consultant must promote the negotiation process between groups through functions which she or he alone can or should perform. Facilitating communication between the groups, moving the discussions along toward a foreseeable conclusion, allowing conflict to be expressed but not to disrupt or destroy the process are all important to this role. The consultant must also promote the negotiating process and encourage the participants to move from their previous positions when it is helpful to the process.

INSTRUCTOR

Community groups often have not been through a process of this sort and must be instructed or taught the steps most helpful for resolution of conflict. Participants must be taught negotiating skills, how to express demands in terms of proposals, what to do with proposals from the other participant(s), and how to look for signs that the other participant is ready to negotiate. The consultant must be careful that either participant does not perceive favoritism toward the other as a result of this instruction.

RESOURCES EXPANDER

There may be additional information which one or the other group should have in order to complete an argument or point of view important to the discussion. Sometimes the consultant can put the group in touch with legal, political or other factual information that had not been considered important. The consultant may be able to point out resources which could be of assistance, not in order that the group can win the argument or point, but that the groups can more seriously negotiate a resolution of conflict in which they both win.

CHANGE AGENT

The process itself often leads to realignments of power in a community. As part of the process, the consultant becomes an agent of change. Why would a group allow another group more recognition or other manifestation of power? Surely it is because the benefits of resolving or lessening the conflict outweighs other concerns or perceptions about power relationships. Groups have also learned that new power on the part of other groups need not diminish their own power, while a continuation of conflict could do so.

ENABLER

Several functions are needed in order to move the process to each successive step. The consultant must: select a site suitable to both parties; make adequate communication to get the participants to the site at the same time; prepare the agenda for each session; devise the seating arrangement so that the consultant's neutrality is maintained and the participants will be set at maximum ease.

CATALYST

The consultant acts as a stimulus to bring about and to hasten the negotiation and resolution process. The parties in conflict would not be getting together on their own or through coercion as is often the case in mediation. The consultant must persuade the conflicting parties to commit themselves to the process, not only to enter the process and to begin negotiating with the other party, but to stay with the process day after day.

IV. COMMUNITY ANALYSIS OUTLINE

Depending on the parties involved and on the nature of the dispute, an analysis of the community could be a valuable asset to a third-party consultant. The following outline is one used in past years by the Commission:

1. Accepted name of area and other identification labels; physical boundaries; discernable characteristics and features; abutting or neighboring communities or other special features.

2. Dates of Study

3. Statement on general history and development of area where such information is available.

4. General statement on:
   1) Investigations and documentary research
   2) Conferences
   3) Analysis of data
   4) Interviews
      a. Human Relations Committee
      b. Service Club officials
      c. Elected officials
      d. Coordinating and other community council personnel
      e. Miscellaneous Housing Groups
      f. Indigenous community groups
      g. Law enforcement administrators and representative personnel
      h. Public and private school administrators and representative personnel
      i. Key religious leaders

j. Major employers and merchants
k. Youth representatives
l. Minority community representatives
m. Local planning authorities, if any
n. Chambers of Commerce
o. Representatives of public and private recreation and entertainment facilities, especially those serving youth clientele
p. Other

5. Political Aspects

A. Ruling governmental jurisdiction (Incorporated; type of local administration. Unincorporated.)
B. Definition by census tract

6. Community description:

A. Type, e.g., "bedroom," industrial (heavy, light)
B. Population Characteristics:
1) Ethnic distribution
2) Age ratios
3) Median education of adults
C. Youth population characteristics:
1) Statistical, by
a. Ethnic origin
b. School grade level
c. Age
2) Juvenile arrest, parole and probation caseload data
D. Community facilities:
1) Educational:
a. Pre-school/Headstart
b. Elementary

c. Junior high schools
d. High school
e. Universities and Colleges
f. Religious schools
g. Private schools, including commercial
h. Skill training; industrial

2) Medical:
   a. Hospitals, public,private
   b. Clinics, public, private, "free"; especially catering to youth
   c. Doctors, dentists, other practitioners of the healing arts
   d. Mental health facilities, public, private, halfway houses, family counseling

3) Recreation:
   a. Playgrounds and parks, with inventory of major equipment as swimpools, gymnasiums, etc.
      (Indicate racial pattern of usage.)
   b. School facilities, whether used or not

4) Places of Worship by denomination:
   a. Spiritual leaders
   b. Locations

5) Library resources; public, private

6) Communication Media
   a. Newspaper, including "underground," radical, militant
   b. Radio and television establishment

E. Employment:
   1) Types of employment
   2) Number of jobs in study area
   3) Median income
   4) Minority employment patterns
   5) Employment procurement agencies (California State; private)
   6) Youth employment projects

F. Housing:
   1) General description, including price ranges, age, condition of dwelling units
   2) Community trend -- stable, deteriorating, improving
   3) Overall residential acreage
   4) Single family units
   5) Multiple units
      a. Ownership: rental; ownership
   6) Negative features as proximity to airport, to industry, to freeway
   7) Integration, segregation patterns

G. Commercial areas:
   1) Describe whether
      a. Centrally located
      b. Dispersed and decentralized
   2) Key business organizations, as chambers of commerce, service clubs
   3) Key business leaders
   4) Impact on community of both business district and business leadership
   5) Special problems of business-community
   6) Predominant patronage including ethnic character, economic status, age, etc.

H. Transportation:
   1) Public
      a. Describe, naming services
      b. Identify routes
      c. Accessibility to or remoteness from principal employment centers
      d. Customer attitude regarding adequacy
   2) Private, if any
      a. Automobiles
      b. Other motor driven transport
      c. Non-motor driven transport
   3) Need or non-need of supplying or improving transportation services.

I. Education:
   1) Schools
      a. Physical plant condition
      b. Reputation for education quality
      c. Maximum use of facilities by community during non-school hours
   2) Gross student population
      a. Age
      b. Grade level
   3) Remedial and special education -- training classes, if any
   4) Ethnic composition of students, faculties, administrators and contiguous population served by the school
   5) Patterns and trends in reference to (4) above

7. Public Administration Status

A. Outline of city administration, if incorporated (mayor, city manager, etc.)
   1) Ethnic composition of administrators
   2) Special problems such as between administration and electorate, administration and police, etc.

B. Law enforcement
   1) Ethnic make-up of police force, if any
   2) Subjective/objective comments on quality of law enforcement, community relations, etc.
   3) Crime and arrest rates
   4) Special problems or characteristics re: crime and delinquency and corrective action planned or taken

C. School's Administration

D. Health Services
   1) Births, deaths, morbidity tables -- by age groupings (except for births)

E. Recreation services
   1) Relationship to community
   2) Are programs planned for and meet needs of all age groups

F. Public Utilities
   1) Nature of ownership
   2) Adequacy of services and charges

G. Welfare caseloads -- by category

8. Neighborhood Community Organizations -- formal and informal

A. Names of key groups

B. Geographical area served (e.g., "Block" Council)
C. Composition by age
D. Purposes or goals
E. Membership qualifications and numbers
F. Effect, if any, on community

9. General Analysis, Prognosis and Recommendations

A. Identify ostensible community decision makers, both individuals and organizations, i.e., the "power structures"; define their special spheres of influence and evaluate that influence.
B. Inventory Community's Major Social Problems and Assign Priorities

1) As expressed by community
2) Your own appraisal
3) Designate those problems this agency is qualified to assist with
4) Designate those problems which should be referred to other resources for assistance

V. PREPARATION FOR THE RESOLUTION PROCESS

The request for assistance in resolving intergroup conflict may be initiated by various sources. Sometimes a request may be from the Board of Supervisors to inquire into a matter in the district. A phone call from a private citizen may be a clue to a larger dispute, or the awareness of trends that might cause societal conflict may initiate an investigation to prevent future discord. Depending upon the circumstances, the consultant should consider the following steps before meetings take place.

GATHER THE FACTS

A variety of approaches are possible in gathering pertinent facts. A community analysis, such as the one in Section IV., may give the consultant valuable insight into areas of common concern to conflicting groups. The consultant must research the sources of the conflict, the major issues involved, the crucial incidents that have occurred, the leadership of each group and any recent changes in that leadership.

ANALYZE THE FACTS.

Searching for the roots of issues is often a very time-consuming activity for the consultant. The facts as relayed by the different sources of information must be objectively examined before a meeting between the opposing parties is held. If possible, anticipating possible solutions or alternatives to the problem before a meeting can enable the consultant to guide the groups with greater facility. Sometimes the consultant must look beyond the facts involved and analyze perceptions of events or facts.

INITIATE INTERVIEWS

The consultant should personally set up separate interviews with key individuals in the conflicting groups and possibly with other community leaders. Several other telephone interviews may be necessary with various persons in the community.

The consultant should make clear at the outset of an interview that she or he does not represent either of the conflicting parties. Sometimes the visit may be cordial, accepted and open. However, it is not unusual to enter upon a situation in which the consultant is not welcome. In either case, meeting individually allows freedom of discussion, an airing of feelings, and the beginning of the conflict resolution process. A feeling of confidence and neutrality must be established at this time.

APPRAISE THE IMPACT OF PERSONALITIES

After deciding who the key individuals are among those in dispute, the consultant can be prepared to work with the different characteristics, attitudes and mannerisms of those involved. At times, voices can be so overpowering that little is accomplished in discussion. Then there are those whose style of participation is mild. A consultant who is sensitive to different styles of verbal and non-verbal communication can ensure that both sides are equally heard.

RECORD ACTIVITIES

Writing down the process of events allows the consultant to review and to analyze the progress of the negotiations. However, extreme caution must be taken to ensure privacy and

confidence. Release of the written material will result in the loss of confidentiality and credibility.

In some sessions, the taking of notes during the meeting will not be possible. The consultant must keep track of the major arguments, proposals and counter proposals. This is best done after each session. If it is not feasible for the consultant to make some notes during sessions, it would be helpful to work out an arrangement so that someone else could do so. If the conflict is sufficiently volatile, two consultants can share responsibilities, one facilitating the negotiation, the other making concise notes.

VI. STEPS TOWARD RESOLUTION

Little benefit would ensue from setting down a predetermined list of procedural items for the consultant to follow in successive steps. Procedures will vary with each situation. The consultant must develop tactical procedures that seem appropriate under the circumstances to move the process through each successive step. More important than any simple adoption of set procedures are flexibility and adaptability to changes.

PREPARE

The preparatory steps of the last section give the consultant an overview of the conflict's nature and should also suggest the scope and intensity of the conflict.

INTERCHANGE GRIEVANCES AND DEMANDS

The consultant arranges, organizes, and chairs the meetings between the groups. Each of the conflicting groups must select representative participants who can speak and act for the membership. Any restrictions on the authority of the participants to perform these functions must be understood by the consultant ahead of time and must be explained to all participants at the outset of the first meeting. The number of participants can vary from one to five from each group, the larger numbers more appropriate for larger groups. The advantages of small group discussion are lost if the number of participants rises above ten or twelve.

Participants must have a time to air their grievances. Some researchers describe this step or phase as "confrontation." Issues which

divide the groups must be presented. The consultant can be of great help in regulating the interaction so that the issues can be laid out free from shouting matches or free-for-alls.

For each session, the consultant can offer a carefully-worked-out agenda based on an understanding of the groups and their conflict. However, feelings must be ventilated and attitudes toward each other must be explored. The consultant must assure that this takes place and must facilitate active listening on the part of both sides in the conflict. Each side should give indications that the views of the other side have been understood.

The interchange may take only one session. The consultant can assist both sets of participants to articulate and to sharpen their demands. This will help to assure that there is a focus on major issues. If the conflict is intense, two or more sessions may be necessary for each group to be exposed to the agenda of the other group. This step is precarious because more intense conflicts involve longer and more strained confrontation. Of course, such drawn-out sessions tend to discourage participants from continuing. At times, the process will continue only because the consultant encourages participants to carry on.

CREATE AND PRESENT OPTIONS

If the intensity of the conflict is moderate to great, this step will normally be accomplished in separate sessions. If the intensity is low to moderate, it may best follow the previous step in the same plenary session.

Both parties may need to be reminded that they are working toward a resolution, hopefully accompanied by a written agreement. A necessary step toward this objective is to invent proposals which, to some extent, address the demands that have been made. Nothing is imposed on either side.

The consultant can assist participants separately to develop options. She or he may want to offer one or more options to the plenary group as particular discussions lead in certain directions. Several options should normally be listed by both groups in the subsequent plenary discussion without value judgments. In this step, the consultant must confine the discussion to proposals but allow value judgments in a later step when the groups are ready to negotiate. Otherwise, the discussion of options can easily bog down in time-consuming arguments before all options are presented.

CAUCUS OR RECESS

This is a step which can occur at any time after the start of the interchange step. A brief recess can be called by participants or the consultant in order to consider new material, to restructure demands, to devise an additional option etc. The consultant may want to confer with one or both parties concerning the contents of their demand or proposal, the development of other options, the importance of an item that appears to have been forgotten, or the need to recognize a signal by the other side.

NEGOTIATE

It is possible to get through the successive steps into negotiation in the first session. On the other hand, it may take several sessions. The consultant must watch for signs of fatigue and should push the participants to move through the steps in as few sessions as are feasible. The consultant can help assure that negotiation will proceed more smoothly if she or he has encouraged each side to develop realistic and negotiable options. Here again there are no easy formulae for such outcomes.

Although the judgment and experience of the consultant will be very helpful, the groups have to do the negotiating, and the better the options, the smoother the negotiating. Part of the negotiating may take the form of "horse trading." The first group can give or do certain things if the other group will give or do other things.

Some help needs to be given most community groups in moving through options. It is not necessary for each group to come into this step with preliminary positions, major options, fallback and bottom line positions. However, if one group is more sophisticated than the other in negotiation skills, the consultant should summon additional resources to the other group. Ultimately, negotiating options will involve compromise if the groups are to move toward agreement. Sometimes it is helpful to move quickly beyond the favorite option of each group to the second or third option.

The consultant may have to enter the negotiation to question the workability of an option,

to reemphasize the merits of another option, to clarify language or to put the brakes on accusatory statements. It may even be necessary, if no progress is made, to announce that the participants appear to be at an impasse and that the resolution process may need to be terminated.

Such an acknowledgment poses a threat to decision-making control by those involved and may act as an added incentive to make a needed concession or other decision. A recognition of the advantages of a negotiated settlement over litigation or other alternatives will encourage groups to stick with the process to the last step, to develop a resolution agreement.

DEVELOP A RESOLUTION AGREEMENT

Based on the negotiation, the consultant should draft a resolution agreement. The final work of the participants is to make needed changes and to ratify the agreement. The agreement may take the form of a memorandum of understanding, a formal statement which both parties sign or approve by voice vote only. The consultant must encourage a form of agreement which will most likely influence the continuing resolution of conflict. If groups refrain from signing an agreement, but nevertheless pledge to uphold it, the consultant would do well to give as much support and legitimacy as possible to the agreement.

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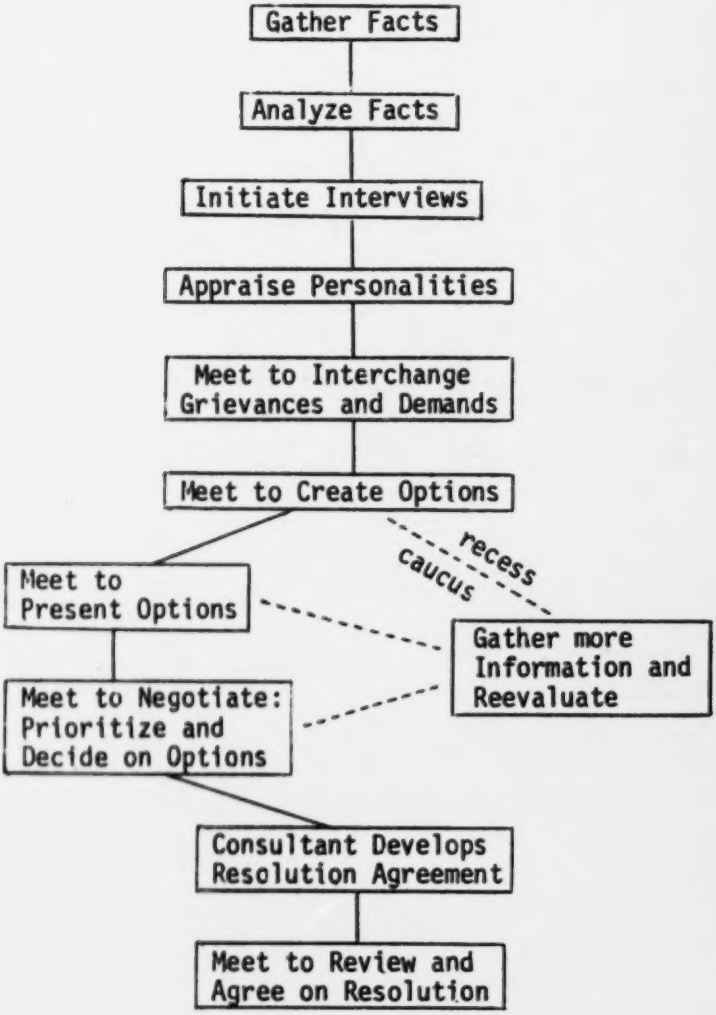
VIII. COMMUNITY INTERGROUP CONFLICT RESOLUTION MODEL


Gather Facts
Analyze Facts
Initiate Interviews
Appraise Personalities
Meet to Interchange Grievances and Demands
Meet to Create Options
recess caucus
Meet to Present Options
Gather more Information and Reevaluate
Meet to Negotiate: Prioritize and Decide on Options
Consultant Develops Resolution Agreement
Meet to Review and Agree on Resolution

Commission on Human Relations

Albert DeBlanc, President
Ray Bartlett, Vice President
Morris Kight, Vice President
Patricia Russell, Vice President
Eleanor Montano, Secretary

Rev. Msgr. William J. Barry
Vito Cannella
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